

Master Course Outline With Sample Syllabus

Management and Leadership in Programs for Young Children

ECED 212

Course Description:

This course is designed to examine the multi-dimensional role of leaders, mentors and administrators in early education programs that serve diverse children between the ages of 0 to 8. Emphasis will be on leadership, communication, management, advocacy, and strategic approaches in initiating and implementing change. The role of a leader in supporting diversity, equity, inclusion, and belonging will be explored.

Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:

Course Objective	Alignment with Standards
1. Multidimensional aspects of administrative leadership that respects diversity among children, including children with disabilities, developmental delays, and/or cultural differences, staff, families, and the community.	OSEP: All Priority Areas EI/ESCE: All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 and All of Standard 7 NAEYC: Standard 1: all key elements; Standard 2: all key elements; Standard 3: 3.a, 3.d.; Standard 4: 4.a; 4.b, 4.d; Standard 5: 5.a; Standard 6: all key elements PS&C: All of Standard 1; and Standard 2. Standard 3: 3.a, 3.c, 3.d.; Standard 4: 4.a; All of Standard 5, and All of Standard 6 CKC's: All domains, sub-domains, and categories T.A. CKC's: All Domains: all categories and indicators
2. The differences between management and leadership.	OSEP: All Priority Areas EI/ESCE: Standard 2, Standard 3, and Standard 7 NAEYC: Standard 1 and 2, and 6:

	<p>PS&C: Standard 1, all key elements, Standard 2, all key elements, and Standard 6, all key elements</p> <p>CKC's: Domain 1, all Sub-Domains, and all Categories Domain 5, all Sub-Domains, and all Categories Domain 6, all Sub-Domains, and all Categories Domain 7, all Sub-Domains, and all Categories</p> <p>T.A. CKC's: All Categories</p>
3. Leadership theories and styles.	<p>OSEP: Collaborating and Technology</p> <p>EI/ESCE: Standard 3: all key elements; Standard 7: all key elements</p> <p>NAEYC: Standard 6: all key elements</p> <p>PS&C: Standard 6: all key elements</p> <p>CKC's: Domain 7, all sub-domains, and categories</p> <p>T.A. CKC's: All Categories</p>
4. The leader's role in actualizing the organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging.	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology</p> <p>EI/ESCE: Standard 2: all key elements, Standard 3, Standard 5, 5.1, Standard 6, all key elements, Standard 7, all key elements</p> <p>NAEYC: Standard 1: all key elements, Standard 2, all key elements, Standard 4, 4a. and 4d and Standard 6, all key elements</p> <p>PS&C: Standard 1: all key elements, Standard 2, all key elements, Standard 4, 4a and Standard 6, all key elements</p> <p>CKC's: Domain 1: all categories, Domain 2: Sub-Domain 2.A.1, 2.A.2, 2.B.1 Domain 4, Sub Domain, 4.B.1 and 4.B.2 Domain 5, all Sub-Domains, and all Categories Domain 6, all Sub-Domains, and all Categories Domain 7, all Sub-Domains, and all Categories</p> <p>T.A. CKC's: All Domains and Indicators</p>
5. The code(s) of professional ethics. (Code and Supplements).	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions</p>

	<p>EI/ESCE: All of Standard 7 NAEYC: Standard 6, all key elements PS and C: Standard 6, all key elements CKC's: Domain 6: Sub-Domain A , all categories, Domain 7: Sub-Domain 7.A.3, 7.B.1 T.A. CKC's: Domain Professionalism: TA 1.A and 1.D all indicators for both, TA.2.B.4, TA, 2.C.1 and TA.2.C.2, TA. 2.D all indicators</p>
6. Theories, models and principles of group dynamics, conflict management, decision making, strategic planning, and the leader as a change agent.	<p>OSEP: Collaborating EI/ESCE: All of Standard 3; All of Standard 7 NAEYC: All of Standard 6 PS&C: All of Standard 6 CKC's: All of Domain 7 T.A.CKS: All Domains</p>
7. Effective management, supervision and leadership practices that support diversity, equity, inclusion, and belonging.	<p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: All of Standard 3; All of Standard 7 NAEYC: All of Standard 2; All of Standard 6 PS&C: All of Standard 2; and All of Standard 6 CKC's: Domain 3: 3.B.4 Domain 4: 4.B.1, and 4.B.2 Domain 5: All Domain 7: 7.B.1 T.A.CKS: All Domains</p>
8. Effective communication styles, patterns, and practices that respect diversity, equity, inclusion and belonging with families, staff, and other stakeholders.	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating EI/ESCE: All of Standard 2; All of Standard 3; All of Standard 7 NAEYC: All of Standard 2; All of Standard 6 PS&C: All of Standard 2; All of Standard 6 CKC's: Domain 5: All Domain of 7</p>

	T.A. CKS: All Domains
9. The role and impact of professional advocacy on behalf of children, families, and the profession.	OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating E/I/ESCE: Standard:7: 7.1, 7.3 and 7.4 NAEYC: Standard 6: 6b PS&C: Standards 6: 6b CKC's: Domain 7.A.4 TA CKC's: Domain: Professionalism: T.A. 1.C.1, Domain: Content Knowledge, T.A. 3.B.3., 3.B.4 and 3.B.6
10. Marketing materials and public relations strategies and whether they integrate diversity, equity, inclusion and belonging effectively for the program and the community.	OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration E/I/ESCE: All of Standard 7 NAEYC: Standard 2: 2a, 2b and 2c, Standard 6: 6a, 6b, and 6c PS&C: Standard 2: 2a, 2c, Standard 6: 6a, 6b, and 6d CKC's: Domain 7: 7.B.1 TA CKC's: Domain: Systems, Sectors and Settings: 6.B.5

Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
1. Develop basic knowledge and understanding of multidimensional aspects of administrative leadership that respects diversity among children, including children with disabilities, developmental delays, and/or cultural differences, staff, families, and the community.	OSEP: All Priority Areas EI/ESCE: All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7 NAEYC: Standard 1: all key elements; Standard 2: all key elements; Standard 3: 3.a, 3.d.; Standard 4: 4.a; 4.b, 4.d; Standard 5: 5.a; Standard 6: all key elements PS&C: All of Standard 1; and Standard 2. Standard 3: 3.a, 3.c, 3.d.; Standard 4: 4.a; All of Standard 5, and all of Standard 6

	<p>CKC's: All domains, sub-domains, and categories T.A. CKC's: All Domains: all categories and indicators</p>
2. Differentiate between management and leadership.	<p>OSEP: All Priority Areas EI/ESCE: Standard 2, Standard 3, and Standard 7 NAEYC: Standard 1 and 2, and 6: PS&C: Standard 1, all key elements, Standard 2, all key elements, and Standard 6, all key elements CKC's: Domain 1, all Sub-Domains, and all Categories Domain 5, all Sub-Domains, and all Categories Domain 6, all Sub-Domains, and all Categories Domain 7, all Sub-Domains, and all Categories T.A. CKC's: All Categories</p>
3. Identify and examine leadership theories and styles.	<p>OSEP: Collaborating and Technology EI/ESCE: Standard 3: all key elements; Standard 7: all key elements NAEYC: Standard 6: all key elements PS&C: Standard 6: all key elements CKC's: Domain 7, all sub-domains, and categories T.A. CKC's: All Categories</p>
4. Identify and explain the leader's role in actualizing the organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging.	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: Standard 2: all key elements, Standard 3, Standard 5, 5.1, Standard 6, all key elements, Standard 7, all key elements NAEYC: Standard 1: all key elements, Standard 2, all key elements, Standard 4, 4a. and 4d and Standard 6, all key elements PS&C: Standard 1: all key elements, Standard 2, all key elements, Standard 4, 4a and Standard 6, all key elements CKC's: Domain 1: all categories,</p>

	<p>Domain 2: Sub-Domain 2.A.1, 2.A.2, 2.B.1 Domain 4, Sub Domain, 4.B.1 and 4.B.2 Domain 5, all Sub-Domains, and all Categories Domain 6, all Sub-Domains, and all Categories Domain 7, all Sub-Domains, and all Categories T.A. CKC's: All Domains and Indicators</p>
<p>5. Apply applicable code(s) of professional ethics to a variety of scenarios. (Code and Supplements)</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions EI/ESCE: Standard 7: all key elements NAEYC: Standard 6, all key elements PS and C: Standard 6, all key elements CKC's: Domain 6: Sub-Domain A , all categories, Domain 7: Sub-Domain 7.A.3, 7.B.1 T.A. CKC's: Domain Professionalism: TA 1.A and 1.D all indicators for both, TA.2.B.4, TA, 2.C.1 and TA.2.C.2, TA. 2.D all indicators</p>
<p>6. Explain the theories, models and principles of group dynamics, conflict management, strategic planning, and the leader as a change agent.</p>	<p>OSEP: Collaborating EI/ESCE: All of Standard 3; All of Standard 7 NAEYC: All of Standard 6 PS&C: All of Standard 6 CKC's: All of Domain 7 T.A.CKS: All Domains</p>
<p>7. Identify effective management, supervision and leadership practices that support diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: All of Standard 3; All of Standard 7 NAEYC: All of Standard 2; All of Standard 6 PS&C: All of Standard 2; and All of Standard 6 CKC's: Domain 3: 3.B.4</p>

	<p>Domain 4: 4.B.1, and 4.B.2 Domain 5: All Domain 7: 7.B.1 T.A.CKS: All Domains</p>
<p>8. Review effective communication styles, patterns, and practices that respect diversity, equity, inclusion and belonging with families, staff, and other stakeholders.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating EI/ESCE: All of Standard 2; All of Standard 3; All of Standard 7 NAEYC: All of Standard 2, All of Standard 6 PS&C: All of Standard 2; All of Standard 6 CKC's: Domain 5: All Domain 7: 7.A.3, 7.B.1. T.A.CKS: All Domains</p>
<p>9. Understand the role and impact of professional advocacy and advocate on behalf of a child(ren), families and/or the profession.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating E/I/ESCE: Standard:7: 7.1, 7.3 and 7.4 NAEYC: Standard 6: 6b PS&C: Standards 6: 6b CKC's: Domain 7.A.4 TA CKC's: Domain: Professionalism: T.A. 1.C.1, Domain: Content Knowledge, T.A. 3.B.3., 3.B.4 and 3.B.6</p>
<p>10. Examine marketing materials and public relations strategies and identify if they integrate diversity, equity, inclusion and belonging and are effective for the program and the community.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration E/I/ESCE: All of Standard 7 NAEYC: Standard 2: 2a, 2b and 2c, Standard 6: 6a, 6b, and 6c</p>

	<p>PS&C: Standard 2: 2a, 2c, Standard 6: 6a, 6b, and 6d CKC's: Domain 7: 7.B.1 TA CKC's: Domain: Systems, Sectors and Settings: 6.B.5</p>
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Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
1. Understanding and defining the roles of leaders	<p>OSEP: All Priority Areas EI/ESCE: All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7 NAEYC: Standard 1: all key elements; Standard 2: all key elements; Standard 3: 3.a, 3.d.; Standard 4: 4.a; 4.b, 4.d; Standard 5: 5.a; Standard 6: all key elements PS&C: All of Standard 1; and Standard 2. Standard 3: 3.a, 3.c, 3.d.; Standard 4: 4.a; All of Standard 5, and all of Standard 6 CKC's: All domains, sub-domains, and categories T.A. CKC's: All Domains: all categories and indicators</p>
2. Characteristics and habits of effective leaders and leadership	<p>OSEP: All Priority Areas EI/ESCE: Standard 2, Standard 3, and Standard 7 NAEYC: Standard 1 and 2, and 6: PS&C: Standard 1, all key elements, Standard 2, all key elements, and Standard 6, all key elements CKC's: Domain 1, all Sub-Domains, and all Categories Domain 5, all Sub-Domains, and all Categories Domain 6, all Sub-Domains, and all Categories Domain 7, all Sub-Domains, and all Categories T.A. CKC's: All Categories</p>
3. Leadership theories and styles such as: collective, situational, authoritarian, transactional, participative,	<p>OSEP: Collaborating and Technology EI/ESCE: Standard 3: all key elements; Standard 7: all key elements</p>

<p>delegative, and transformational, adaptive, strengths based, behavioral, etc.</p>	<p>NAEYC: Standard 6: all key elements PS&C: Standard 6: all key elements CKC's: Domain 7, all sub-domains, and categories T.A. CKC's: All Categories</p>
<p>4. Actualizing the organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: Standard 2: all key elements, Standard 3, Standard 5, 5.1, Standard 6, all key elements, Standard 7, all key elements NAEYC: Standard 1: all key elements, Standard 2, all key elements, Standard 4, 4a. and 4d and Standard 6, all key elements PS&C: Standard 1: all key elements, Standard 2, all key elements, Standard 4, 4a and Standard 6, all key elements CKC's: Domain 1: all categories, Domain 2: Sub-Domain 2.A.1, 2.A.2, 2.B.1 Domain 4, Sub Domain, 4.B.1 and 4.B.2 Domain 5, all Sub-Domains, and all Categories Domain 6, all Sub-Domains, and all Categories Domain 7, all Sub-Domains, and all Categories T.A. CKC's: All Domains and Indicators</p>
<p>5. N.A.E.Y.C. Code(s) of professional ethics (Code and Supplements)</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions EI/ESCE: Standard 7: all key elements NAEYC: Standard 6, all key elements PS and C: Standard 6, all key elements CKC's: Domain 6: Sub-Domain A , all categories, Domain 7: Sub-Domain 7.A.3, 7.B.1</p>

	<p>T.A. CKC's: Domain Professionalism: TA 1.A and 1.D all indicators for both, TA.2.B.4, TA, 2.C.1 and TA.2.C.2, TA. 2.D all indicators</p>
<p>6. Theories, models and principles of group dynamics, conflict management, strategic planning, systems theory, and the leader as a change agent.</p>	<p>OSEP: Collaborating EI/ESCE: All of Standard 3; All of Standard 7 NAEYC: All of Standard 6 PS&C: All of Standard 6 CKC's: All of Domain 7 T.A.CKS: All Domains</p>
<p>7. Effective personnel management, (supervision, staffing, and evaluation) and leadership practices that support diversity, equity, inclusion, and belonging. Fiscal management: Budgets and Funding sources</p>	<p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: All of Standard 3; All of Standard 7 NAEYC: All of Standard 2; All of Standard 6 PS&C: All of Standard 2; and All of Standard 6 CKC's: Domain 3: 3.B.4 Domain 4: 4.B.1, and 4.B.2 Domain 5: All Domain 7: 7.B.1 T.A.CKS: All Domains</p>
<p>8. Effective communication styles, patterns, and practices that respect diversity, equity, inclusion and belonging with families, staff, and other stakeholders.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating EI/ESCE: All of Standard 2; All of Standard 3; All of Standard 7 NAEYC: All of Standard 2, All of Standard 6 PS&C: All of Standard 2; All of Standard 6 CKC's: Domain 5: All Domain 7: 7.A.3, 7.B.1. T.A.CKS: All Domains</p>

<p>9. Advocacy for children, families, and the Early Childhood profession; and promoting high quality programs that adhere to national standards and inclusive practices.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating E/I/ESCE: Standard:7: 7.1, 7.3 and 7.4 NAEYC: Standard 6: 6b PS&C: Standards 6: 6b CKC's: Domain 7.A.4 TA CKC's: Domain: Professionalism: T.A. 1.C.1, Domain: Content Knowledge, T.A. 3.B.3., 3.B.4 and 3.B.6</p>
<p>10. Marketing and public relations strategies that integrate diversity, equity, inclusion and belonging and are effective for the program and the community.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration E/I/ESCE: All of Standard 7 NAEYC: Standard 2: 2a, 2b and 2c, Standard 6: 6a, 6b, and 6c PS&C: Standard 2: 2a, 2c, Standard 6: 6a, 6b, and 6d CKC's: Domain 7: 7.B.1 TA CKC's: Domain Systems, Sectors and Settings: 6.B.5</p>

Standards:

CT State Core Knowledge and Competencies (CKC's) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers that Support Adults who Work with Young Children and Families

<https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf>

Early Intervention/Early Childhood Special Education (EI/ECSE)

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf



Key Experiences: (These can be in-class activities, graded assignments, or anything in-between.)

1. Interview and report on an administrator and determine if they consider themselves to be a manager or a leader and why. Reflect on the director's responses and which fall into managerial, and which fall into leadership categories. (S.O. 1 and 2)
2. Leaders versus managers, categorize behaviors that you believe are necessary for leaders versus managers (SO 2)
3. Identify, examine, and report on an article on various leadership theories and styles. (SO 3)
4. Read the NAEYC position statement, Advancing Equity in Early Childhood Education, and the recommendation for administrators. Choose one of the recommendations and explain how the recommendation will help the leader to actualize the organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging. (SO 4)
5. Review the NAEYC Code of Ethical Conduct, Supplement for Program Administrators, and Supplement for Adult Educators and discuss how and when the documents should be used.
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf>
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf (SO 5)
6. Read Who Moved My Cheese: Which character do you most identify with and how does your own relationship with change inform your ability to lead others through change? (SO 6)
7. Compare and contrast the budgets for this program from 2019 and 2020. After determining how they are similar and different, discuss what it means for the administrator of the program relative to staffing, and fiscal management and identify some next steps. What Does a Child Care Program's Budget Look Like? 2019 vs 2020 (SO 7)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/what_does_a_child_care_programs_budget_look_like.naeyc.pdf
8. Review a few episodes of this podcast The Leadership Podcast <https://theleadershippodcast.com> and describe how it might apply to an Early Childhood leader.(SO 7)
9. Watch these two TED Talks and reflect on ways to improve **communication** and elevate your **leadership skills**
TED Talk : How To Reduce Bias in your Workplace (Communication)(SO 8)
https://www.ted.com/talks/kim_scott_and_trier_bryant_how_to_reduce_bias_in_your_workplace
TED TALK: Why Great Leaders Take Humor Seriously
https://www.ted.com/talks/jennifer_aaker_and_naomi_bagdonas_why_great_leaders_take_humor_seriously
10. Review the links on this website and view the video and create a plan for advocacy.(SO9)

What will you advocate for?

Who should you advocate to?

What strategy will you use to advocate?

What resources will you use?

Strategy Resources to Address the Early Care and Education (ECE) Workforce Shortage.

<https://www.acf.hhs.gov/ecd/strategy-resources-address-early-care-and-education-ece-workforce-shortage>

How YOU Can Advocate for Early Learning

<https://www.youtube.com/watch?v=l2DmRiuaMpo>

11. Review this website <https://sproutsocial.com/insights/brand-diversity-in-social-media/> (SO 10)

Gather a variety of varying program marketing materials and other methods used to publicize the program. Using print, social media, websites, etc. both internal (i.e., within the program and external outside the program) evaluate what you see. Identify within these materials how diversity, equity, inclusion, and belonging are integrated. What other strategies might you suggest reflecting effective practices for the program and the community.

RESOURCES

Books:

Circle of Influence: Implementing Shared Decision Making and Participative Management, Paula Jorde Bloom, 2011, New Horizons, Lake Forrest, Illinois, ISBN-13: 978-0962189432

Blueprint for Action: Leading Your Team in Continuous Quality Improvement, Paula Jorde Bloom, 3rd Edition, 2015, New Horizons, Lake Forrest, Illinois, ISBN: 9780982708248

A Great Place to Work, Bloom, et al., 2nd edition, 2016, New Horizons, Lake Forrest, Illinois , ISBN: 9780982708279

Ethics and the Early Childhood Educator: Using the NAEYC Code, Stephanie Feeney et al., 2nd Edition, NAEYC, ISBN:978-1-938113-22-2

Teaching the Code of Ethical Conduct, Revised edition, Stephanie Feeney et al., NAEYC, ISBN:978-1-938113-88-8

Advancing the Early Childhood Profession , Lutton, A., NAEYC: (2012).ISBN-13: 978-1928896814

Developing & Administering A Childcare and Education Program, 9th edition, Dorothy June Sciarra, et al., Cengage, ISBN:13:978-1-305-08808-5

Administration of Programs for Young Children, 7th edition, Phyllis Click and Kimberly A. Karkos, Thompson Delmar Learning,

The Visionary Director, 2nd edition, Margie Carter and Deb Curtis, Redleaf Press, ISBN: 978-1-60554-020-7

The Leadership Secrets of Santa Clause; How to Get Big Things Done in Your Workshop...All Year Long, 2018, Eric Harvey, The Walk the Talk Company, ISBN 10-9781492675419

Who Moved My Cheese?, 2002, Johnson, Spencer. G.P. Putnam's Sons.

What You Need to Lead an Early Childhood Program, Emotional Intelligence in Practice , 2012,. Holly Elissa Bruno, NAEYC Publication

Leaders and Supervisors in Child Care Programs, 2002, Dorothy June Sciarra and Anne Dorsey, Delmar Cengage, ISBN13: 9780766825772

Five Elements of Collective Leadership for Early Childhood Professionals Paperback – December 5, 2017 by [Cassandra O'Neill](#) (Author), [Monica Brinkerhoff](#) (Author)

The Art of Leadership , Bonnie and Roger Neugebauer,, 2008,. Exchange Press

Articles:

A Principal's Top 10 list for Successful Communications

<https://www.nspr.org/files/PrincipalsTop10.pdf>

Good Ways to Communicate with Teachers

<https://www.ascd.org/el/articles/good-ways-to-communicate-with-teachers>

Financing and Budgeting Guidebook for Early Care and Facilities <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/financing-budgeting-guidebook-for-early-care-facilities.pdf>

How to Manage Your Daycare Budget

<https://www.himama.com/blog/child-care-budget-template/>

6 Affordable Marketing Ideas for Childcare Services

<https://www.geteduca.com/blog/marketing-strategies-child-care/>

Professional Development Plans

<https://www.ctoec.org/core-knowledge-and-competency-frameworks/professional-development-plans/>

Preschool Teacher Evaluations

<https://www.himama.com/blog/child-care-staff-evaluation-template/>

How to Retain the Best Early Childhood Educators

<https://www.himama.com/blog/how-to-retain-the-best-early-childhood-educators/>

Recruiting Childcare Providers

<https://eclkc.ohs.acf.hhs.gov/publication/recruiting-child-care-providers>

The Kilmann Diagnostics Conflict Mode Instrument

<https://kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki/>

Websites:

CT OEC Core Knowledge and Competence Frameworks (CKC's) for Early Childhood

<https://www.ctoec.org/professional-development-and-technical-assistance/core-knowledge-and-competency-frameworks/>

Building Core, Knowledge and Competency Through Reflection

<https://sites.google.com/cestrumbull.org/buildingckcreflection/home>

Reflective Supervision

<https://sites.google.com/cestrumbull.org/buildingckcreflection/reflective-supervision>

McCormick Center for Early Childhood Leadership

<https://mccormickcenter.nl.edu/library-category/administrative-leadership/>

CT Association for Education of Young Children, (CTAEYC) CtShares

<https://www.ctshares.org/marketing-home/>

CT211

<https://uwc.211ct.org/categorysearch/children/>

NAEYC Code of Ethical Conduct

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

NAEYC Code of Ethical Conduct Supplement for Administrators

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf>

Childcare Marketing Strategies

<https://www.theempowerededucatoronline.com/2018/02/child-care-marketing.html/>

5 ways to develop a long-term strategy for diversity, equity & inclusion on social media

<https://sproutsocial.com/insights/brand-diversity-in-social-media/>

Videos:

The Lencioni Model of Team Dysfunction

<https://www.youtube.com/watch?v=GCxct4CR-To>

Team Building

Tuckman Model: Forming – Storming – Norming

<https://www.youtube.com/watch?v=K8xdzBfX6x0>

How YOU Can Advocate for Early Learning

<https://www.youtube.com/watch?v=l2DmRiuaMpo>

Audio Podcast:

<https://www.childcaresites.com/podcast-player>

The Leadership Podcast

<https://theleadershippodcast.com>

Child Care Rockstar Radio

<https://childcarerockstarradio.libsyn.com/>

Research in Leadership in Schools, Early Childhood Settings, and Social Care settings Johannes Midskard midskard@gmail.com

<https://podcasts.apple.com/us/podcast/research-in-leadership-in-schools-early-childhood-settings/id1102905542>

Additional Resource:

Connecticut Office of Early Childhood(OEC) Licensing Statutes and Regulations

<https://www.ctoec.org/licensing/statutes-and-regulations/>

Mission Statements and Vision Statements: Unleashing the Power of Purpose

https://www.mindtools.com/pages/article/newLDR_90.htm

Early Childhood Environment Rating Scale (ECERS) 3rd Edition

<https://ers.fpg.unc.edu/scales-early-childhood-environment-rating-scale-third-edition>

Program Assessment Tools:

<http://newhorizonsbooks.net/assessment-tools-2/>

Sample Budget

<http://apps.marylandfamilynetwork.org/mdcfc/pdfs/BUDG1-centeroperations02.pdf>

Work Environment Profile

https://docs.google.com/document/d/1tFe4NVygs-8VEGCDZliVsc7cOVnvH_GhVz1qmD_IRA4/edit

Active Supervision Toolkit

<https://www.nmcaahs.com/uploads/2/4/0/2/24026312/active-supervision-toolkit.pdf>

Children's Books:

The Sum of the Parts

The Remarkable Farkle McBride by John Lithgow

How To Be by Lisa Brown

Cooperation

Swimmy by Leo Lionni

Stone Soup, several different authors

Communication

Amelia Bedelia by Peggy Parish

The Hungry Thing by Jan Slepian

Valuing Different Strengths in Staff

Tacky the Penguin by Helen Lester

All the Ways to be Smart by Davina Bell

Feeling like there's never enough time?

So Few of Me, by Peter Reynolds

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SAMPLE SYLLABUS

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by app't
E-mail: _____

Text: _____

Evaluation and grading:

Assessments and Assignments:

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Date	Topic and Learning Experiences	Alignment with Course Objectives	Alignment with Student Outcomes
1	Introduction Multidimensional aspects of administrative leadership	CO 1	Interview and report on an administrator and determine if they consider themselves to be a manager or a leader and why. Reflect on the director's responses and which fall into managerial, and which fall into leadership categories. *(SO 1)
2	Leaders versus managers	CO 2	Categorize behaviors that you believe are necessary for leaders versus managers *(SO 2)
3	Leadership theories and styles.	CO 3	Identify, examine, and report on an article on various leadership theories and styles.* (SO 3)
4	Actualizing the organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging	CO 4	Read the NAEYC position statement, Advancing Equity in Early Childhood Education, and the recommendation for administrators. Choose one of the recommendations and explain how the recommendation will help the leader to actualize the organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging.*(SO 4)
5	The NAEYC code of ethics and the NAEYC Code of Ethics for Program Administrators	CO 5	Review the NAEYC Code of Ethical Conduct, Supplement for Program Administrators, and Supplement for Adult Educators and discuss how and when the documents should be used. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf *(SO 5)
6			

7	Theories, models and principles of group dynamics, conflict management, strategic planning, and the leader as a change agent.	CO 6	Read <i>Who Moved My Cheese</i> Which character do you most identify with and how does your own relationship with change inform your ability to lead others through change?*(SO6)
8	Theories, models and principles of group dynamics, conflict management, strategic planning, and the leader as a change agent. Continued	CO 6	
9	Effective personnel management, (supervision, staffing, and evaluation) and leadership practices that support diversity, equity, inclusion, and belonging.	CO 7	Review a few episodes of this podcast The Leadership Podcast https://theleadershippodcast.com/ and describe how it might apply to an Early Childhood leader.*(SO 7)
10	Fiscal management: Budgets and Funding sources	CO 7	Compare and contrast the budgets for this program from 2019 and 2020. After determining how they are similar and different, discuss what it means for the administrator of the program relative to staffing, and fiscal management and identify some next steps. What Does a Child Care Program's Budget Look Like? 2019 vs 2020 *(SO 7) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/what_does_a_child_care_programs_budget_look_like.naeyc.pdf
11	Effective communication styles, patterns, and practices that respect diversity, equity, inclusion and belonging with families, staff, and other stakeholders.		Watch these two TED Talks and reflect on ways to improve communication and elevate your leadership skills TED Talk : How To Reduce Bias in your Workplace (Communication)*(SO 8) https://www.ted.com/talks/kim_scott_and_trier_bryant_how_to_reduce_bias_in_your_workplace

			TED TALK: Why Great Leaders Take Humor Seriously https://www.ted.com/talks/jennifer_aaker_and_naomi_bagdo_nas_why_great_leaders_take_humor_seriously
12			
13	Advocacy for children, families, and the Early Childhood profession; and promoting high quality programs that adhere to national standards and inclusive practices.		Review the links on this website and view the video and create a plan for advocacy.*(SO9) What will you advocate for? Who should you advocate to? What strategy will you use to advocate? What resources will you use? Strategy Resources to Address the Early Care and Education (ECE) Workforce Shortage. https://www.acf.hhs.gov/ece/strategy-resources-address-early-care-and-education-ece-workforce-shortage How YOU Can Advocate for Early Learning https://www.youtube.com/watch?v=l2DmRiuaMpo
14	Marketing and public relations strategies that integrate diversity, equity, inclusion and belonging and are effective for the program and the community.		Review this website https://sproutsocial.com/insights/brand-diversity-in-social-media/ *(SO 10) Gather a variety of varying program marketing materials and other methods used to publicize the program. Using print, social media, websites, etc. both internal(i.e., within the program and external outside the program) evaluate what you see. Identify within these materials how diversity, equity, inclusion, and belonging are integrated. What other strategies might you suggest reflecting effective practices for the program and the community.
15	Presentations		

16			
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*** Key Experiences.**

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